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ABSTRACT

Fifty-four current and recently-completed research projects related to bilingual education and funded by the National Institute of Education (NIE) are described. In addition to a 200- to 300-word abstract, each project description includes the name and address of the project director, the funding amount, duration of project, and the NIE project officer. Bilingualism, ethnic education, literacy education, second language acquisition, and sociocultural factors influencing education of minorities are among the frequent themes of funded projects. Projects under the direction of the following divisions of NIE are included: Reading and Language Studies Division: Teaching and Instruction Division: Learning and Development Division: Home, Community and Work Division: Testing, Assessment and Evaluation Division: Program on Education Policy and Organization: and Program on Dissemination and Improvement of Practice. Among the projects described are national centers, contract programs, grant-award studies, unsolicited awards, and regional education laboratories and centers. (JB)

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ED192588

A COMPENDIUM OF BILINGUAL EDUCATION AND RELATED PROJECTS at the NATIONAL INSTITUTE OF EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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July 1980

A COMPENDIUM

OF

BILINGUAL EDUCATION AND RELATED PROJECTS

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I. INTRODUCTION

The National Institute of Education (NIE) was established by Congress in 1972 as the Federal agency with primary responsibility for educational research and development. Its creation supports the policy of the United States to provide to every person an equal opportunity to receive an education regardless of race, color, religion, sex, national origin, economic status, age or handicapping condition. While Congress recognized that the direction of education remains primarily the responsibility of state and local governments, the Federal government has a clear responsibility to provide leadership in the conduct and support of scientific inquiry into the education process. Research on the nature of bilingualism and the improvement of practice in bilingual education is an important part of that inquiry pursued by NIE. Increased understanding about the educational needs of bilingual persons and about how to insure that they have an equal opportunity for education is providing educators with a deeper understanding of the school's place and mission in a pluralistic society. Also, important contributions to knowledge about how all people learn have come from research on how both children and adults learn two languages. Increasingly, much of the valuable research in this area is being conducted by investigators who are themselves, bilingual.

Bilingual Education

Recent figures (1978) indicate that over five million children of school age come from homes where a language other than English is spoken. These children face special difficulties upon entering and adjusting to a public school environment that traditionally has emphasized only the language and culture of the mainstream English-speaking society. The result for them has been a disproportionate early drop-out rate and other educational inequities compared to children from English speaking homes. To help these bilingual children, Federal funds have been made available to schools since 1968 for demonstration projects in bilingual education through the Bilingual Education Act (Title VII of the Elementary and Secondary Education Act of 1965). This support was followed by state and local commitments to bilingual instruction. The Federal commitment continues with the reauthorization of the Act in 1974 and 1978. It will be considered again for reauthorization in 1982.

With the U.S. Supreme Court decision in 1974 in the case of Lau v. Nichols, an affirmative responsibility was placed on school districts throughout the United States to provide special attention and instruction to children with little English language skills so that they would be able to participate equitably in the schools. One of the most common approaches has been to begin or maintain instruction of academic work in their native language until such time as they can profit effectively from instruction solely in English.

Bilingualism

While the effort to improve bilingual instruction goes on, the nature of bilingualism is not well understood. Research on the acquisition of language in monolingual children is helpful to our understanding but the acquisition of a second language presents a more complicated and perhaps different area for investigation.

More must be known about how the learning of the second language influences the development of the first, while the first language is still being acquired, as is true with bilingual children just beginning school. Oral language development and the acquisition of literacy may differ significantly among languages and those differences need to be understood. Environment and culture can greatly influence the comprehension of written materials. For bilinguals, these influences are doubly complex, and must be considered in the testing of bilinguals and in literacy programs. The social norms and conversational rules that operate within the classroom affect the child's learning and more must be known about classroom communication in bilingual classrooms, and about the varieties of cognitive styles that may be characteristic of a cultural group.

Increased knowledge about how bilinguals acquire language will contribute to a better understanding about monolingual language development as well. Studies on the many varieties of language which exist in the United States can contribute useful knowledge about language development. This wide-based foundation will serve well the present and future needs of U.S. schooling in language development.

As the resources for research and the knowledge base grow, the development of useful methods and tools for teachers of bilingual children can become more refined and effective. It is important now at this stage of development to sort out that information which is useful and reliable, and outline those areas which need more investigation. Equally challenging is the task of disseminating what has been learned to those who put it into practice.

The number of children who can benefit from bilingual education is growing as is the variety of language groups in the United States. Research on bilingualism and bilingual education has been assigned a priority position by NIE and there is now a better understanding of how much more needs to be done.

The Role of NIE

Bilingual education is not easily defined, the objectives for it differ among communities, resources are not yet well-developed, and research on it is a relatively new effort in the United States.

The National Institute of Education is dedicated to developing useful knowledge in this area and communicating it to teachers and others who can use the knowledge to better prepare their students. Opening up the channels of information and keeping research information flowing among the practitioners, researchers, and decision makers require organizational relationships and structures at many levels and across many lines. NIE has made valuable progress in the last couple of years in establishing those relationships and helping create those structures.

NIE is organized around three main program groups:

Program on Teaching and Learning. This program's areas of research include human learning and development, the processes of instruction, and related subjects. Its five major units are:

Reading and Language Studies
Learning and Development
Teaching and Instruction
Home, Community and Work
Testing, Assessment and Evaluation

Program on Educational Policy and Organization. This program supports research on the formation and implementation of educational policy; on institutional and social structures within school districts; on the impact of educational policy, management and financial practice on equal educational opportunity; on the generation and distribution of revenues in states and in local school districts; and on the relationship between law and education. It contains three major units:

Educational Finance
Law and Public Management
Educational Organizations and Local Communities

Program on Dissemination and Improvement of Practice. This program sponsors research into the dissemination and utilization of knowledge, and conducts activities to increase the availability of dependable knowledge to the educational community and others.

Cutting across all program areas is a commitment to focus research and development on issues of equity in education and how it may be increased, so that classifications such as race, sex, or social class, will be less and less powerful as predictors of an individual's educational future. A parallel general commitment is to search out and to support projects which improve schooling practice.

The National Institute of Education sponsors research in bilingualism and bilingual education primarily through the activities and program development of the Reading and Language Studies Division of the Program on Teaching and Learning.

The Reading and Language Studies (RLS) Division is organized around the unifying theme of language and includes three teams - Reading, Writing and Bilingualism/Bilingual Education. The activities of the three teams are closely inter-woven and members of the RLS unit may serve on one, two or all three teams at any one time. Because effective communication skills can be so critical to both educational and occupational success, the unit believes that the major contribution to the goals of equity and improvement of practice might well be the improvement of oral language and literacy skills for mono-lingual and bilingual students.

Equity in educational opportunity must remain a high priority in our nation's policies. Programs in the schools that allow and encourage the use of the home language and respect the culture of the community have a value that goes beyond the benefits to the individual student's psychological and potential economic well being. In a world grown smaller because of advances in communication technology, the U.S. public is brought in closer contact with the world's diversity of languages and cultures through bilingual education. It is important that the public be better prepared to deal responsibly with that diversity. Dealing wisely with the many language minority groups we have within our own borders may help us work more effectively with others beyond our borders. Bilingual education also serves as one of our training grounds for living in a world of growing interdependence.

This compilation of abstracts by members of the Bilingual Team represents an initial effort at providing information on bilingual research at NIE. The compendium will be updated periodically with future emphasis on synthesis of project results. The present compendium was compiled and prepared by SYSTEC under purchase order with NIE. Assistance was provided by Joann Kinney of NIE and project supervision was provided by Mae Chu-Chang, Co-leader of the Bilingual Team.

Requests for further information should be directed to:

Bilingual Team
Reading and Language
Studies Division
Teaching and Learning Program
National Institute of Education
Washington, D. C. 20208
(202) 254-5766

II. PROJECT ABSTRACTS

NIE supports research in bilingual education through contracts, grants, unsolicited project awards, and through the work of the regional education laboratories and centers. NIE is also supporting research at two national centers. The recently established National Center for Bilingual Research operates under a cooperative agreement which allows for a centralized approach to certain aspects of bilingual research, and the National Clearinghouse for Bilingual Education is a continuing effort which receives funding from other sources in addition to those from NIE.

Contracts are solicited by NIE through Requests for Proposals, (RFPs) from qualified researchers to accomplish a specific tasks, a contract is awarded to the organization that presents the soundest proposal at a competitive cost. Summaries of all RFPs are published in the Commerce Business Daily as they are issued.

Grants Competitions solicit a variety of research approaches to a broad problem area. Grants competitions are announced in the Federal Register. Announcements are also widely distributed by NIE to research institutions, colleges and universities, educational associations, and individuals.

Although most funds are awarded through the processes described above, NIE encourages eligible individuals and groups to submit Unsolicited Proposals of original research ideas relevant to its mission.

Funding amounts in the Abstracts which are marked with an asterisk (*) are projected amounts for coming fiscal years and do not represent already committed funds.

PROGRAM ON TEACHING AND LEARNING

The abstracts of the project in this Section have been organized into two major divisions: current projects and past projects. The projects are grouped according to the kind of funding received and by the program division of the Teaching and Learning Program which provides support. The reader may refer to the Contents to determine the kind of funding and program division for each project.

Current Projects

Title of Project: National Center for Bilingual Research

Project Director: Candido Antonio de Leon, Director
National Center for Bilingual Research
4665 Lampson Avenue
Los Alamitos, CA 90720

Funding Amount: $700,000 FY '80 Duration: 11/79 - 9/84
$6 million over
5 years*

Project Officer: Reynaldo Macías

ABSTRACT

More than three million children of school age come from homes with a non-English language background. Entire neighborhoods in urban centers and many communities throughout the country are composed primarily of children for whom English is a second language. The need to devise effective bilingual education programs is therefore one of the most pressing tasks confronting educational policy-makers and educators on Federal, state and local levels. Yet participants in all aspects of bilingual education are severely handicapped in carrying out this task by a lack of basic knowledge about the phenomena of bilingualism - speaking and learning in multiple languages. Although massive investments have been made in research on teaching and learning in monolingual settings, very little systematic research has been carried out on teaching and learning in bilingual settings.

To help accomplish this NIE is supporting the establishment of a National Center for Bilingual Research and will do so through an initial five year cooperative agreement awarded to the Southwest Regional Laboratory (SWRL).

The principal purpose of the Center will be to improve practice and policy in bilingual education through advances in knowledge of teaching and learning in bilingual settings. The initial research focus during the first five year period will be on: Language Acquisition, Language Functioning and Bilingual Education. Center activities will be concentrated upon the development of longitudinal studies, data generating activities and providing a central focus for bilingual research in the nation.

The Center will publish a technical report series and a bilingual education report series. A major book, monograph series, or other publication written for persons involved in bilingual education policy and school governance will also be published. Interpretative syntheses of the Center's work and other research are to be published by the end of the fifth year.

Title of Project: National Clearinghouse for Bilingual Education

Project Director: Joel Gomez
National Clearinghouse for Bilingual Education
1500 Wilson Blvd.
Rosslyn, Virginia 22209
(703) 522-0710 and (800) 336-4560 Toll Free

Funding Amount: $ 318,000 FY '77 Duration: 8/77 - 9/80
(Joint NIE/OBE) $1,000,000 FY '78
$1,888,000 FY '79

Project Officer: Ellen Rosansky

ABSTRACT

This project is a congressionally mandated three year award funded jointly by NIE and the Office of Bilingual Education, U.S. Office of Education. The major activities of the Clearinghouse are to collect, analyze and disseminate information on bilingual education. The Clearinghouse does this through: 1) coordination and cooperation with Title VII Center Networks, 2) development of a computerized data file on information in bilingual education not available in ERIC and other data bases, 3) provision of information services to bilingual educators including a monthly newsletter and a toll-free hotline for reference and referral, 4) conducting of an information needs assessment for the bilingual education community, and 5) technical assistance.

The computerized data base consists of a bibliographic file and directory file. The first contains citations and abstracts of curriculum materials, conference papers, books and other documents. The second has names, addresses, and, occasionally, descriptions of federal agencies, resource organizations, publishers, and others working in bilingual education.

The regularly published newsletter, FORUM, provides monthly coverage of legislation, research, publications, conferences, funding and other items of national interest.

In FY '79 alone, the Clearinghouse has responded to over 14,000 requests for information with inquiries received from all fifty states, most of the trust territories, and many foreign countries. Requests have been received and responded to for information related to more than forty different language groups. The newsletter is mailed to over 10,000 readers every month.

Title of Project: Bilingual Effects of Community and Schools

Project Director: Steven F. Arivizu
Cross Cultural Resource Center
Department of Anthropology
California State University
Sacramento, California 95819

Funding Amount: $130,109 FY'79 Duration: 9/79 - 9/81
$137,821 FY'80

Project Officer: Ellen Rosansky

ABSTRACT

Little is known about the values of and aspirations for education within different ethnic groups and local communities served by bilingual education programs nor is it known how well the school's goals for these programs match the community's goals. Research data suggest that factors important to the success of a program are the community's support, how well the home culture is incorporated in instruction, and the attitudes of the ethnic groups and English monolinguals in the community toward the languages (English and other languages). Greater knowledge of the relationship of the child's home culture, the wider community and the school system, and language use in these contexts is important to a full assessment of how bilingual education programs operate and the progress of the children they serve.

The two sites selected for this study are in Milwaukee, Wisconsin and a small farming community in California. Both have bilingual programs of similar size (about 250 students in K-6) but differ in other respects. The one in Milwaukee is part of a large city school district and includes both Mexican-American and Puerto Rican Spanish speaking students. The school in California is in a district controlled by a board and administration composed of Mexican Americans and is predominantly Chicano.

The two goals of the study are: 1) to describe the degree of linguistic and cultural match or congruence among the various sectors of the communities in the two sites, and 2) to gain understanding of the cultural and sociolinguistic factors underlying students' languages proficiency, self-concept, achievement and ability to cope with school and community cultures. The study attempts to identify all the language varieties used by and associated with the various social groups in each community and determine the attitudes held toward these varieties by the various elements of the community and school. Data collection includes a community survey, observation of community activities and events, life histories, review of documentary information, testing of students (language proficiency, language attitude and self-concept), biographical interviews of students, and participant observation.

Title of Project: Assessing the Language Proficiency of Bilingual Persons

Project Director: Charlene Rivera
InterAmerica Research Associates, Inc.
1500 Wilson Boulevard - Suite 800
Arlington, Virginia

Funding Amount: $290,000 FY '80 Duration: 10/79 - 9/81
$290,000 FY '81*

Project Officer: Ellen Rosansky

ABSTRACT

Efforts to provide schooling to children from minority language backgrounds suffer from inadequate measures of language proficiency. Measures of language proficiency or performance in the child's native language are often restricted to formal tests of linguistic ability. These tests are often insensitive to the child's success in using language in actual situations in school, at home, among his or her peers, or in the community at large. Teachers need to understand children's language proficiency in terms of the kinds of proficiency required in the classroom and how to assess it. A close contact with up-to-date research can improve this understanding.

The two major tasks of this project are: (1) the administration of a competitive research program to support fundamental research on language proficiency assessment, and (2) the operation of an experimental program of teacher training designed to introduce teachers to current research perspectives on language proficiency assessment. Research studies are to be solicited in four areas: (1) Cognitive abilities and proficiency in a first and second language, (2) Setting and proficiency in a first and second language, (3) Competence in classroom communication, and (4) Methods for assessing proficiency in a first and second language. Support for work in these areas will be available competitively to individuals and organizations, both non-profit and profit-making. The program of professional development will be conducted with a small, stable group of teachers. The teachers will be involved as directly as possible in research on proficiency assessment and will be assisted in using their knowledge of the research to improve their classroom assessment practices. The site for the teacher training is Tucson, Arizona.

Title of Project: Planning Assistance Study for Research on Significant Instructional Features in Bilingual Education

Project Director: Robert L. Goodrich
Abt Associates, Inc.
55 Wheeler Street
Cambridge, Massachusetts 02138
(617) 492-7100

Funding Amount: $198,121 FY'79 Duration: 9/1/79 - 9/1/80

Project Officer: Mae Chu-Chang

ABSTRACT

Beginning in the Fall of 1980 NIE will commission a study of significant instructional features in bilingual education. The purpose of that study is to provide by Spring of 1982, information about the characteristics of features of classroom instruction implemented in bilingual programs, and the consequences of those features for students enrolled in the programs. That study will respond to specific concerns expressed by Congress in the Bilingual Education Act for information on the most effective models of bilingual education programs, including but not limited to "pupil-teacher ratios, teacher qualifications, and other factors affecting the quality of instruction" offered in "a variety of types of programs."

This planning assistance study provides recommendations for the design of that study, including all aspects of costs, time management and other features of a working plan to carry out the study. Tentative sites to be selected, a specific sample plan, and specifications of all instruments are included. Planning study components are: 1) the development of operational working definitions of terms in bilingual education, 2) development of a bibliography and summary of existing research in bilingual education instructional features, and 3) identification of major methodological problem areas identified in previous research. On-site feasibility studies are conducted and a plan for continuing follow up is provided. Members of the bilingual community, teachers, parents, legislative people are consulted.

The project involves the continuing support and advice of a panel of experts in bilingual education, representing a range of interests and several language groups.

Title of Project: Sources of Individual Differences in Second Language Acquisition

Project Director: Lily Wong Fillmore and Susan Ervin Tripp
School of Education
University of California, Berkeley
Berkeley, California 94720
(415) 642-0820

Funding Amount: $75,000 FY '79 Duration: 9/79 - 9/82
$75,000 FY '80
$75,000 FY '81

Project Officer: Ellen Rosansky

ABSTRACT

The purpose of this study is to determine to what extent two sets of learner characteristics - language learning style and social style - account for the variability that can be found among young children as to how quickly and efficiently they can learn a second language. This variability constitutes a major problem for educators who are concerned with the schooling of non-English speaking children in the United States. No program presently available, ESL, bilingual or otherwise, seems to work well for the majority of students who need special assistance in learning the school language, at least not if the efficient and successful learning of English is taken as the criterion for determining the success of a program. Past research indicates that the learner characteristics we want to investigate are major sources of this variability.

During this study, researchers (1) assess differences among learners on aspects of these characteristics, establish the level of second language proficiency attained by each subject after a year, and after two years, (2) look for correlations between learner characteristics and levels of proficiency attained and (3) establish whether or not the variability in learning found among learners can be accounted for by these characteristics. The study is a longitudinal study of children learning a language under natural, unmanipulated conditions. Major techniques for studying these questions include observations of natural behavior in the classroom and playground, testing, interviewing children and parents, audio and video recording of spontaneous speech and social behavior, and elicitation of language behavior. 60 non-English speaking kindergarten age children are studied over a three year period, each of them for a period of two years. 30 are Cantonese speakers and 30 Spanish speakers. All 60 are drawn from San Francisco Unified School District bilingual programs.

Title of Project: Social and Cultural Organizations of Interaction in Classrooms of Bilingual Teachers

Project Director: Frederick Erickson and Courtney Cazden
Laboratory of Human Development
Larsen Hall
Harvard University
Cambridge, Massachusetts 02138
(617) 495-5324

Funding Amount: $95,293 FY'78
$92,352 FY'79
$10,000 FY'80

Duration: 7/78 - 6/81

Project Officer: Edward Fuentes

ABSTRACT

A recent report from the U.S. Commission on Civil Rights (1973) investigated the interactional patterns of teachers with Mexican-American and Anglo students in 429 elementary and secondary schools. The findings revealed that "typical" Chicano students have much less interaction with their teacher than do their "typical" Anglo counterparts. Such findings raise questions about aspects of classroom dynamics such as the social and cultural organization of communication, the rules governing classroom communication, the existence of culturally distinct systems of social rules governing interaction patterns in linguistically and culturally heterogeneous classrooms, and the effects of cultural differences in interaction rules on the participation of Chicano students in classroom activities. Currently, little is known scientifically about these issues. Yet they seem to have fundamental implications for the pre-service and continuing training of teachers of bilingual children, whether those teachers are ethnically Latino or not.

This study seeks (1) to fill in knowledge gaps about the social and cultural rules governing classroom interaction in first grade bilingual classrooms, and (2) to state clearly the implications for applying this knowledge in the design and implementation of culturally responsive educational programs for Chicanos and other bilingual populations. During the first year, one first grade classroom is ovserved and videotaped. It is taught by a bilingual Latino teacher. During the second year, four classrooms are observed and videotaper; two are taught by Latino teachers and two by Anglo teachers. The data is analyzed and comparisons are made of the interactions in the classrooms.

Title of Project: Sociolinguistics of Literacy: An Historical and Comparative Study

Investigator(s): Bernard Spolsky, Guillermina Englebrecht, and Leroy Ortiz
Department of Linguistics
The University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-2334

Funding Amount: $47,953 FY '79 Duration: 10/79 - 9/82
$60,000 FY '80
$39,765 FY '81*

Project Officer: John Wayne Chambers

ABSTRACT

This study seeks to develop a sociolinguistic model of literacy based on historical and comparative data, which are tested in field operation, and compared to the one used in school programs. Six cases are studied and compared: Cherokee, medieval Jewish, Navajo, northern New Mexican, Aymara of the Bolivian altiplano, and Polynesian, probably Tongan. Field observations are made in the last four cases in order to see the differences between community and school related literacy. Within these cases are examples of development of literacy in the vernacular, as well as in second languages.

The conclusions drawn from the contrast and comparison of findings in each study could serve as a guide for planners and teachers of literacy programs. The fundamental importance of this project for the education of poor and minority populations is the understanding of literacy. More must be learned about how and why various groups adopt or reject literacy. If literacy is seen as an alien device, acceptance is likely to be partial. The teaching of reading and the development of popular literacy should be most successful when the sociolinguistic situation is taken into account. A sociolinguistic model of literacy drawn from observations in various settings will serve as a theoretical framework for the creation of opportunities for the functional use of literacy. The study will also help clarify the contradictory evidence from earlier studies of initial literacy in the vernacular.

Title of Project: The Acquisition of Biliteracy: A Comparative Ethnography of Minority Ethnolinguistic Schools in New York City

Project Director: Joshua A. Fishman
Division of Social Sciences
Yeshiva University
500 West 185th St.
New York, New York 10031

Funding Amount: $ 48,722 FY'79 Duration: 9/79 -8/81
$ 53,980 FY'80

Project Officer: John Wayne Chambers

ABSTRACT

The influence of the ethnic community on the child is an important factor for understanding the motivation and ability of the bilingual child to acquire literacy in English and in the ethnic language. Also, the differences between the way the ethnic language and English is used in the community in written and spoken form can influence the development of literacy by the bilingual child.

This study examines the factors possibly influencing the acquisition of biliteracy in six different minority communities in the greater New York City area. It focuses on:

1. the extent of community interest in and need for biliteracy in both English and the ethnic language,

2. the degree of dissimilarity between the informal spoken language varieties of the community and the formal "bookish" varieties involved in literacy,

3. the extent to which the writing systems of the ethnic language and English are similar or different,

4. the extent to which English literacy and ethnic language literacy are taught in the same way and whether literacy is taught first in the ethnic language or in English (or in both languages together).

The study is conducted by making many unobtrusive observations in grades 1-3 of French-English, Greek-English, Hebrew/Yiddish-English, Armenian-English and Chinese or Japanese-English school as well as by engaging in conversations with teachers, pupils, parents and community leaders related to these schools. Opinions, views, and experiences pertaining to biliteracy and its assets/debits are collected from the community's publication as well. Statistical treatment of the data may be possible, but ethnographic description and analysis is emphasized.

Title of Project: Analysis of Linguistic and Social Interactions in Mexican-American Children

Investigator: Eugene E. Garcia
University of California, Santa Barbara
Santa Barbara, California 93106
(805) 961-4076

Funding Amount: $78,062 FY '79 Duration: 9/79 - 9/80

Project Officer: Ernestina Carrizosa

ABSTRACT

This a community based project that looks at language acquisition and maintenance in Chicano children focusing on psycholinguistic and sociolinguistic variables. The study has three distinct but interrelated parts:

1. Early Childhood Bilingualism: An Experimental Strategy for Linguistic Transfer Research - This research analyzes language transfer and development in 60 Spanish/English speaking preschool children over a three year period. Children who score high in one language but not in the other are selected for study. The approach used is language-manipulation methodology which involves training in the child's second language while assessing the effects of that training, or manipulation, and change on the other language. Home recordings of mother/child interactions are conducted before, during and after the child has received training.

2. A Study of Language Loss and Language Retrieval - This component examines language loss in children aged 2 1/2 to 4 years whose first language is Spanish. Twenty children are followed over a two year period with language data samples taken every two weeks by tape-recorder. Learning activities to strengthen the lost language are provided in the third year. Results should show which aspects of the first language are most susceptible to loss and which are most resistant.

3. The Maintenance of Spanish: Mechanisms of Language Reinforcement by Peers, Parents and Siblings - The study describes how children, in play or class, teach each other novel linguistic forms, correct deviant forms, standardize dialectal varieties for meaning, etc. Thirty children are studied with video and audiotaping of interactions at a care center and at home. Surveys of each child's language situation are made. A better knowledge of the mechanics of reinforcement should result so that it can be used in curriculum design at the pre-school level for suggesting activities and materials which foster language interaction.

Title of Project: The Acquisition of English by Working Class Adult Speakers of Spanish

Project Director: Herlinda Cancino and Kenji Hakuta
The Huron Institute
123 Mount Auburn Street
Cambridge, Massachusetts 02138
(617) 661-9285

Funding Amount: $45,000 FY'79
$15,000 FY'80

Duration: 10/79 - 1/81

Project Officer: Ernestina Carrizosa

ABSTRACT

The increasing number of adult immigrants with little or no working knowledge of English presents a challenge to American educators. English as a second language programs need improved methods for evaluating second language ability for placement in classes and for developing materials for those classes. This project examines the second language acquisition of untutored adults. Most research in language acquisition has been done with children, and what has been done with adults has for the most part concentrated on those with college level education. Little is known about the working-class adult with below-college level education.

Sixty adult native speakers of Spanish (30 men and 30 women), born in Puerto Rico and living in Cambridge, Massachusetts are studied. In the first year, data is gathered on spontaneous speech using tape recorded interviews and analyzed for its specific linguistic characteristics. The study then determines which of the quantifiable aspects of these characteristics are good predictors of the subjects' spoken English as judged by trained raters on several criteria. The development of the coding scheme for the spontaneous speech will be a methodological contribution to research on second language acquisition.

The second year involves a follow up on thirty of the original learners selected to provide a check on the stability of their language system over time. The relationship between the linguistic characteristics studied and the communicative ability of the learners is also examined.

Title of Project: Relating the Reading Skills of Minority Bilingual Personnel to Reading Demands of Work

Project Director: Concepción M. Valadez and John D. McNiel
Graduate School of Education
University of California, Los Angeles
405 Hilgard Avenue
Los Angeles, California
(213) 825-8382

Funding Amount: $ 43,780 FY '79 Duration: 9/79 - 8/80

Project Officer: Mae Chu-Chang

ABSTRACT

This study relates the reading competencies required for high school graduation to the reading demands of entry and advanced positions within clerical and automotive fields. Information is sought regarding the match between competency exams and requirements of the workplace, the job coping strategies of non-readers, and the special reading skills necessary for reading job-related materials.

The first phase of the study includes both linguistic analyses of materials and task analyses of the jobs under study -- clerk typists, senior typists; beginning auto mechanics, advanced auto mechanics. Subjects for this phase are those holding such jobs and who are members of minority/bilingual groups. A stratified sample of large and small work sites in the Los Angeles area is used. The second phase consists of on site interviews and the administration of measures of both job-related criteria (supervisor's ratings and job reading tasks) and high school competency exams. Subjects are 80 minority workers and their supervisors.

The results of this study should be important to the following: (1) those concerned with the legal aspects of competency testing, (2) those planning secondary school curriculum and industry training programs and who want to include validated prerequisite job reading skills, or who want to revise existing job-related materials, (3) personnel officers responsible for developing hiring and job placement policies, and (4) minority/bilingual persons interested in drawing attention to their ability to perform key tasks in high employment fields and in identifying the basic reading skills associated with advancement.

Title of Project: Literacy in Inglewood: Existential Definitions

Project Director: Kathleen Rockhill
Department of Education
University of California
Los Angeles, California 90024

Funding Amount: $39,994 FY'79 Duration: 10/79 - 3/81

Project Officer: John Wayne Chambers

ABSTRACT

The purpose of this project is to study literacy from the perspective of the individual rather than society. Project staff are interested in how individuals define literacy, how their definitions influence the ways in which they structure their lives, and how they experience literacy in their everyday lives.

The study focuses on the experience of immigrants from Latin America. Immigrants are in a particularly vulnerable position with respect to literacy. Not only is there the problem of "illiteracy" in the English language, but many arrive with less education than is generally experienced by Americans, and come from cultures that are far less dependent upon the written word as the dominant mode of communication. Using a combination of life history and ethnographic field research nethods, staff study the everyday literacy experiences of approximately 20 adult immigrants in the city of Inglewood, California. A major focus of the study is on immigrants with low levels of schooling, comparing participants to nonparticipants in English as a Second Language (ESL) programs. Specific questions explored include: (1) How does one's perception of literacy requirements and abilities interact with one's life perspective, particularly concerning work and learning? (2) What differentiates participants from nonparticipants in ESL programs? (3) What literacy situations are encountered in everyday life and how are they experienced? (4) What factors influence learning English and its utilization? (5) How does literacy in the native language relate to literacy in English? (6) How does use (or non-use) of English influence one's communication processes? (7) How does the move to an alien culture affect one's definition of meaning in life, and how is this related to literacy skills and practices?

Research results include the development of concepts and initial theories to describe both the immigrant experience and the meanings of literacy, which can guide further inquiry.

Title of Project: Cognitive Effects of Literacy: Linguistic Awareness in Adult Non-Readers

Project Director: Charles A. Ferguson and David Barton
Department of Linguistics
Stanford University
Stanford, California 94305
(415) 497-4284

Funding Amount: $40,000 FY '79 Duration: 5/80 - 12/80

Project Officer: Ramsay Selden

ABSTRACT

This study will investigate the linguistic and cognitive skills which non-literate adults bring to the task of learning to read and write, focusing specifically on their meta-linguistic knowledge (i.e., their accessible knowledge about language).

While there has been considerable research on children's meta-linguistic knowledge, there is little comparable data for adults data is needed to guide decisions about the materials and methods to be used in adult literacy education. Investigation of this population will provide evidence about the effects of literacy on linguistic and cognitive development and help the interpretation of existing child data.

A structured interview is conducted with each of 30 monolingual, English-speaking non-literate adults and 30 bilingual (English-Spanish) non-literate adults; control groups of monolingual and bilingual literate adults are also interviewed.

The subjects are recent referrals to the San Francisco Adult Learning Center who are interviewed prior to beginning instruction there. Using as a starting point the concept of a 'word', answers to direct questions about definitions of linguistic units, and judgements about examples of spoken, written and graphic materials are solicited from the subjects. Indirect elicitations of our subjects' knowledge are also obtained. The results will be analyzed in terms of the two main variables, literacy level and language experience, giving both quantitiative comparisons and qualitative profiles.

Title of Project: Participant Perspectives of Classroom Discourse

Project Director: Morton Tenenberg/Greta Morine-Dershimer
California State University, Hayward
Department of Teacher Education
Hayward, California 94542
(415) 881-3027

Funding Amount: $74,842 FY '78 Duration: 7/78 - 8/80
$83,017 FY '79
$29,648 FY '80

Project Officer: Kent Viehoever

ABSTRACT

The consequences of miscommunication can be bad for children, both intellectually and socially. Miscommunication can occur with regard to either referential meanings or social meanings of classroom conversation. This study investigates participant perspectives on the nature of communication in the classroom, and describes pupil conceptions of the differences between discourse in the classroom, at home, and on the playground. It also examines the correspondence between pupil and teacher conceptions of the rules of classroom discourse, and compares participant conceptions to those of a soiolinguistic specialist in analysis of classroom discourse. In addition, the study examines the speed of pupil acquisition of the rules of classroom discourse, with particular attention to pupil differences in cultural background, academic ability, and grade level, and to teacher-perceived differences in pupils' communicative behavior in the classroom. Finally, the study investigates the relationship between teacher conceptions of pupil differences in communicative behavior and teacher expectation for pupil success in reading achievement.

The subjects of this study are 6 teachers and 180 pupils in grades two through four of a California elementary school. Pupils come from low income Mexican-American, Black, and Anglo families. Data is based on pupil and teacher interpretations of videotaped samples of discourse in naturally occurring social situations (classroom, home, playground).

The results of this study could pinpoint some important causes of miscommunication in the classroom and identify ways to help teachers and pupils understand each other more fully, leading to improved pupil learning.

Title of Project: Interaction Effects of School and Home Environments on Students of Varying Race, Ethnicity, Class and Gender

Project Director: William J. Genova
385 Elliot Street
Newton, MA 02164
(617) 969-0651

Funding Amount: $88,527 FY '79 Duration 9/30/79 - 9/29/81
$65,802 FY '80

Project Officer: Michael Cohen

ABSTRACT

The purpose of this study is to identify specific congruities and incongruities between school and home environments as they affect students of varying race, ethnicity, class and gender groups, and to examine how these may be modulated to enhance student learning and growth.

In the first year case studies of forty "successful" and forty unsuccessful" male and female students from five different racial/ethnic groups are conducted. In the first phase, a home environment instrument is developed to parallel a school environment instrument already developed by the principal investigator. The case study students, who are selected from urban, middle schools in the Northeast, are observed in their home, school and neighborhood environments. In the second year this study is extended to a survey of the school and home environments of five-hundred successful and five-hundred unsuccessful male and female students from different racial/ethnic groups. The data is analyzed to identify which specific congruities and incongruities between school and home environments have positive and negative effects on the learning and growth of students of varying race, ethnicity, class and gender. Populations selected for investigation during the first year are: American Chinese, Portuguese, Caribbean Black, Armenian, Irish and Jewish.

Title of Project: Bilingualism and Bilingual Education in the Puerto Rican Community

Project Director: John Attinasi/Shana Poplack/Pedro Pedraza
Center for Puerto Rican Studies
The City University of New York
535 East 80th Street
New York, New York 10021
(212) 489-5263

Funding Amount: $41,325 FY '78 Duration: 9/78 - 8/80
$35,475 FY '79

Project Officer: Marcia Whiteman

ABSTRACT

The over-all goals of this study are to develop more precise knowledge of linguistic norms and resources of the bilingual Puerto Rican community. The study proceeds upon the basis of previous exploratory work done by the investigators in the East Harlem community. A sociolinguistic analysis of Spanish and English and an ethnographic analysis of classroom lanugages are included in the study.

According to the investigators it is well known that the language situation of the Puerto Rican community in mainland cities has been recognized as a major cause of the failure of the school systems to provide an adequate education for Puerto Rican children. However, in spite of previous legal and community pressures to provide bilingual and bicultural programs to solve this problem, these programs have been implemented without complete information about the needs of the bilingual children, and the necessary ethnographic and sociolinguistic knowledge of the factors determining language choice, language change, language use, and language leraning in the Puerto Rican community. The investigators feel that the answers to the questions they have formulated in regard to the needs of the Puerto Rican students will form a complex pattern of behavior that will largely determine the success or failure of the educational process, and of bilingual education in particular. In the past, many educators have approached these questions as if answers depended entirely on the individual capacities of each child. Sociolinguistic research has already indicated that the answers are the result of patterned ways of speaking that have evolved over long periods of time. The task of sociolinguistic research is to analyze these patterns and trace changes now in progress, so that they can be seen as resources rather than obstacles to the educational process.

Title of Project: Monolingual and Bilingual Teacher Verbal Interaction with Spanish-Surnamed Pupils in Mixed Classes

Project Director: **Isaura Santiago-Santiago**
Director,
Bilingual Education Program
Teachers College
Columbia University
New York, New York 10027
(212) 678-3758

Funding Amount: $34,991 FY '79 Duration: 9/1/79 - 8/30/80

Project Officer: Edward Fuentes

ABSTRACT

Classroom learning can be affected by the quality of the verbal interaction between teacher and student. For language minority children who speak English but are not eligible for bilingual education, the verbal interaction between them and the teacher may be crucial to their success in school. This study investigates whether there are differences between the way monolingual teachers and bilingual teachers interact verbally with Spanish-surnamed children (with English speaking ability) in mixed classes in urban elementary schools. The study will also look at any differences in pupil-initiated talk when Spanish-surnamed children are taught by monolingual teachers and by bilingual teachers.

The research is conducted in two school districts in New York City. Teachers (monolingual and bilingual) in ethnically and racially mixed classes are observed and the frequency of their verbal interaction with all children is recorded. For a variety of categories of classroom talk, differences in the mean scores for Spanish surnamed and other pupils and differences between monolingual and bilingual teacher verbal interaction with Spanish-surnamed children are obtained.

The resultant findings may be useful for the training of teachers for multilingual/multiethnic settings as it will not only increase understanding of interaction patterns but will highlight any naturally occurring differences in teacher-student interactions based upon language background characteristics.

Title of Project: Identifying Learning Handicaps of College Age Spanish-Speaking Bilingual Students Majoring in Technical Subjects

Project Directors: Jose P. Mestre
William Gerace
Bilingual Research Project
University of Massachusetts
Amherst, Massachusetts 01003

Funding Amount: $47,800 FY '79 Duration: 9/79 - 8/82
$48,900 FY '80
$54,300 FY '81*

Project Officer: Luis Ortiz-Franco

ABSTRACT

This project investigates the learning handicaps of Spanish-speaking bilingual students majoring in technical subjects by considering the following questions:

(1) What are a bilingual student's preconceptions and misconceptions before, during, and after taking a technical course, and are they different from those of a monolingual student?

(2) Do bilingual students retain misconceptions formed in their dominant language that have been resolved in their non-dominant language?

(3) Is a bilingual's thinking ability in terms of accuracy and speed dependent upon the language in which the information needed to solve the problem was learned?

(4) In testing situations on technical subjects, what are likely to be the stumbling blocks of bilingual students due to subtle language misunderstandings?

(5) Are the difficulties encountered by a bilingual in developing problem solving skills different from, or similar to, his/her monolingual counterpart?

The participants in this study are 40-50 undergraduate Spanish-speaking bilingual students in the Minority Engineering Program and the Bilingual Collegiate Program majoring in science or mathematics. Data is collected through videotaped clinical interviews of students solving problems in physics, written examinations, and consultation with tutors and professors. Protocol analysis is used to analyze this data.

The diagnosis of the special learning difficulties of bilingual students will be useful for the development of remedial materials that might help improve the bilingual students' chances of completing an education in a technical field.

Title of Project: Social Influences on the Participation of Mexican-American Women in Science

Project Director: Patricia MacCorquodale
Southwest Institute for Research on Women
and Department of Sociology
University of Arizona
Tucson, Arizona 85721
(602) 626-4477

Funding Amount: $53,500 FY '79 Duration: 9/79 - 9/81
$42,000 FY '80

Project Officer: Luis Ortiz-Franco

ABSTRACT

Few Mexican-American females are scientists. Both the identification of factors preventing and factors facilitating female participation in science are critical first steps in increasing the number of qualified Mexican-American female scientists.

The specific purpose of this study is to identify social factors which hinder or facilitate Mexcican-American female participation in science courses and careers. While recent research has identified barriers to women scientists generally, little specific work has been done on Mexican-American women in science.

This study identifies barriers to Mexican-American female scientists by comparing factors determining career and course decisions of junior high ahd high school students, Anglo and Mexican-American females and males. 900 junior high students--300 from Nogales, Arizona, and 600 from Tucson, Arizona, and 1500 high school students--500 from Nogales and 1000 from Tucson, are asked to complete a set of questionnaires. The influence of teachers, counselors, parents, and peers and the effect of self-image and attitudes are evaluated by means of questionnaries and interviews. Concurrently, the study pinpoints factors leading to success for Mexican-American female scientists holding Bachelor's or graduate degrees in science through interviews with them and with a comparative sample of non-Mexican-American and non-minority female scientists. Similarities and differences in educational and social experience will be identified.

Title of Project: The Cultural Integration of Asian-American Professional Women

Project Director: Esther Chow and Joanne Yamauchi
American University
Massachusetts and Nebraska Avenue
Washington, D. C. 20016
(202) 686-2414

Funding Amount: $48,471 FY '79 Duration: 10/78 - 5/80

Project Officer: Susan Klein

ABSTRACT

This study looks at the system of interrelationships among the ethnic, sexual and interracial identity components and verbal and non-verbal communications patterns of Asian-American professional women in their career development. Data is collected by questionnaire interview on approximately 360 women in the Washington, D. C. and San Francisco areas. Results of the study will be submitted to various journals and will be published as a chapter in a textbook on ethnic American women edited by one of the co-principal investigators.

Title of Project: Youth Organizations as a Third Educational Environment, Particularly for Minority Youth

Project Director: Judith Kleinfeld
Institute of Social and Economic Research
University of Alaska
Fairbanks, Alaska 99701

Funding Amount: $43,500 FY '79 Duration: 9/79 - 8/81
$76,500 FY '80

Project Officer: Thomas G. Carrol

ABSTRACT

This research examines major adult-sponsored youth organizations in American society (e.g. Boy and Girl Scouts, and 4-H groups) to determine how they function as educational environments. It looks at how their educational goals and processes differ from those of the school, and whether or not certain of their characteristics make them in some ways more effective than formal schooling for minority group adolescents. Past research with Alaskan Natives suggests the latter hypothesis.

Research methods during the first year include a review of the literature and identification of data collections, a content analysis of organizational literature, a national telephone survey, and interviews and observations of Native and non-Native youth groups. A comparative study of youth organizations and schools as educational environments is done the second year. The sample includes 80 Native and non-Native adolescents. The research will contribute to an understanding on what educational tasks schools should perform and what tasks can be better performed by other institutions.

Title of Project: An Examination of Cognitive Processes in Everyday Family Life and Their Bearing on Education in Schools and Other Teaching Institutions

Project Director: Hope Jensen Leichter
The Elbenwood Center for the Study of Family as Educator
Teacher's College
Columbia University
New York, New York 10027
(212) 678-3185

Funding Amount: $ 37,090 FY'79 Duration: 9/79 -8/80

Project Officer: Oliver C. Moles

ABSTRACT

The purpose of this study is to extend our understanding of the educational interactions that take place within the family, especially the cognitive processes that underlie competence in carrying out daily family activities, and the relationship of these processes to the ways in which the family influences and sustains the education styles of its members. Data is obtained on selected activities of families in their homes through interviews, observations, audio-recording and videotaping. Various means by which family history is transmitted, e.g. household artifacts, family records, etc are also examined. Families studied are of lower economic class, and ethnic minority status, since the cognitive processes in the everyday life of such families are inadequately understood. Four families (two Black and two Puerto Rican) residing in New York City, all with at least two school children, are studied. They are selected through a network sampling technique used by the contractor in other research. The understanding gained will be of use in building a more appropriate curriculum for schools and other teaching institutions.

Title of Project: Linguistic and Communicative Competence, Language Dominance, Selected Pupil Characteristics and Their Relation to Achievement of Bilingual Pupils

Project Director: Robert L. Politzer and Arnulfo G. Ramirez
Center for Educational Research
School of Education
Stanford University
Stanford, California 94305
(415) 497-3807

Funding Amount: $194,935 Duration: 10/79 - 9/82

Project Officer: Lewis Pike

ABSTRACT

Linguistic competence (ability to form and recognize grammatically acceptable utterances) and communicative competence (ability to communicate effectively and to understand communicative intentions correctly) are two related, yet distinct aspects of language functioning. The study (1) measures the linguistic and communicative competence of bilingual (Spanish/English speaking) pupils, (2) investigates the exact relation of the two competences to each other, as well as the interrelation of language dominance measured by communicative competence to that measured by linguistic competence, (3) determines the relation of selected student characteristics (self-concept, field sensitivity, field independence) to linguistic and communicative competence, and (4) investigates the relation of linguistic and communicative competence and dominance measures based on them to pupil achievement.

Title of Project: A Neo-Piagetian Approach to Test Bias

Project Director: Edward A. De Avila and Daniel M. Ulibarri
P.O. Box 770
Larkspur, California 94939
(415) 459-0212

Funding Amount: $37,283 FY '80 Duration: 10/79 - 9/81
$18,077 FY '81*

Project Officer: Lewis Pike

ABSTRACT

The cultural-difference hypothesis states that because of differences in background experiences, attempts to apply the same measuring instruments to different cultural or socioeconomic groups either cannot be done, or if done, will not provide unbiased measurements of the same abilities.

The purpose of this study is to investigate the cultural-difference hypothesis as it relates to test validity and test bias. Information is sought on whether there are differences in the level of complexity that an item presents to different groups and whether this difference is due to differences in background experiences. Following from a neo-Piagetian theory, it is predicted that group differences on the Raven Progressive Matrices test, a so-called culture-free test, are a result of differences in the level of complexity involved for the different groups, and that by controlling for the additional processing demands to minority students, group differences will be removed as a result of experience provided through natural experience. The study involves 810 Anglo, Black and Mexican-American students in second, fourth and sixth grades. All are pretested on measures of information processing capacity, language and cognitive style, and post-tested on IQ. After the pre-test, the Black and Mexican-American students are randomly assigned to two experimental and one control group. Statistics used to analyze the data consist of an item analysis of the Raven in terms of item difficulty and item complexity in each of the groups, and across groups. Multiple regression analysis will be used on the data.

The increased understanding of test performance sought in the study can lead to an emphasis on the best methods to improve measurement, and the test taking abilities of minority and low socio-economic status individuals.

Title of Project: The Acquisition of Spanish as a First Language

Project Director: Courtney Cazden
Harvard Graduate School of Education
Larsen Hall
Appian Way
Cambridge, Massachusetts 02138
(617) 495-3524

Funding Amount: $64,000 FY '79 Duration: 9/79 - 8/80

Project Officer: Mae Chu-Chang

ABSTRACT

Spanish-speakers constitute the largest linguistic minority of this country, with Mexican-Americans and Puerto Ricans comprising the majority of the group. There is a considerable number of Hispanic children who enter school or preschool programs with little or no knowledge of English. It is the responsibility of these schools or preschool programs to teach English to these children. Since their first language, Spanish, influence the acquisition of their second language, English, more information is needed on the process of their acquisition of Spanish.

This project examines the development of Spanish as a first language. The speech of four Puerto Rican children between the ages of 1 1/2 to 3 years old is taped for eight months at intervals of approximately two weeks. The study includes general characteristics of language acquisition and specific characteristics of Spanish, such as articles, gender and number agreement and the use of clitic pronouns.

The study is conducted in Puerto Rico. The results of this study will be relevant to bilingual, English as a second language Spanish teachers, and to researchers in the field of first and second language acquisition.

Title of Project: Personalized Bilingual Education

Project Director: Huberto Molina
Southwest Regional Laboratory
4665 Lampson Avenue
Los Alamitos, CA 90720

Funding Amount: $ 379,455 FY'80 Duration: 12/79 - 11/82
$ 377,758 FY'81*
$ 376,362 FY'82*

Project Officer: Mae Chu-Chang

ABSTRACT

The southwest region of the United States is characterized by a rapidly growing and highly mobile population, and a rapid growth in minority groups which includes recent influxes of refugees from Southeast Asia. In California alone, a recent state census showed that there were over 230,000 school age children with limited or no English language ability. Of these the greatest number are from Spanish language backgrounds. Teachers and administrators lack assessment and instructional materials needed to provide equal educational opportunities for these children. The resources available through universities and other institutions in the region for providing assistance to the schools are many and varied. There is a need for a regional research and development effort to use those resources to plan and carry out programs to improve practice in bilingual education. This multi-year project is intended to provide resources for teaching children oral language and reading proficiencies in two languages in a manner that reflects and sensitizes them to the characteristics of two cultures. Resource development includes the participation of parents and community.

The project is organized in three activities. These are: (1) the Instructional Planning Resources, (2) the Instructional Program Resources and (3) the Program Related Inquiry. The first is a system that can be used by a school district to assess the child's language proficiency, to prepare a personalized instructional plan for each child, and to verify progress in skill development over a three year period. The second is a set of six programs in Spanish and English language instruction developed for grades K-8. The third activity involves the use of the resources by education researchers and in teacher training.

To date, the diagnostic assessment system and the proficiency verification system for mathematics in Spanish have been prepared. Also, instructional programs in Spanish language and concepts, and in Spanish language reading have been developed. The project calls for a user's manual to be prepared for the assessment and instructional materials. Project research is reportedly regularly in the SWRL Technical Notes and Reports.

Title of Project: Teaching Reading to Bilingual Children

Project Director: Domíngo Domínguez and Betty Mace-Matluck
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701
(512) 476-6861

Funding Amount: $225,848 FY '80 Duration: 12/79 - 11/81
$225,848 FY '81*
$225,848 FY '82*

Project Officer: John Wayne Chambers

ABSTRACT

A disproportionate number of language-minority children in the United States do not attain full literacy in English. Despite many attempts to modify reading programs to make them more effective, these children continue to experience a high degree of failure. Explanations offered for the lower educational attainment include economic class, bilingualism, self-concept, attitude toward school, and cognitive styles identifiably different from those of Anglo children. Research on cognitive style suggests ways in which individuals process information and approach learning could influence their responsiveness to different approaches to reading instruction.

This study examines the effects of the interaction of learner characteristics and type of reading instruction on the reading achievement of Spanish-English bilingual children. It tracks the progress of some 1000 children from kindergarten through grade four in the state of Texas. The first phase seeks to identify reading methodologies that produce the greatest achievement for children of particular cognitive styles given the setting in which reading instruction occurs. The second phase determines the extent to which the compatability of the reading methodologies used to teach reading in Spanish and subsequently in English facilitates the English reading achievement of bilingual children of various cognitive style orientations.

The findings should provide a basis for recommendation of specific reading methodologies and learning conditions appropriate to teaching reading skills to Spanish-English bilingual children.

Title of Project: The Effects of Degree of Implementation of Bilingual Education Programs

Project Director: Domíngo Domínguez
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701
(512) 476-6861 x364

Funding Amount: $154,152 FY '80 Duration: 12/79 - 11/81
$154,152 FY '81*
$154,152 FY '82*

Project Officer: John Wayne Chambers

ABSTRACT

There has been no reliable system to examine bilingual education programs as an adoption of an educational innovation by the public school. According to the theory of adoption of innovations there are: (1) stages of concern--feelings about the innovation by the staff, and (2) levels of use--staff behaviors in using the innovation, both of which can be measured. The research hypothesis proposed here is that the higher the level of use the higher the achievement will be of student outcomes. Therefore the degree to which the program is implemented can be measured and evaluated against the performance of the students.

The study is being carried out in two geographical regions in Texas. Two districts in each region, and 4 to 6 schools in each district are selected. One to two teachers in each school are selected to participate for a total of 16 classrooms in each region. Four instruments are used to collect data: a Levels of Use interview, a Bilingual Classroom questionnaire, a Reading and Mathematics Observation System, and an Interactive Reading Assessment System. To measure the innovation adoption process, the project uses the Concerns Based Adoption Model (CBAM) developed by the University of Texas at Austin and adapted for this project. The CBAM defines the degree of involvement with and quality of use of an innovation by all members of the project staff.

Past Projects

Title of Project: Children's English and Services Survey

Project Director: Lourdes Miranda
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4340 East-West Highway, Suite 406
Washington, D.C.
(202) 656-8684

Funding Amount: $ 991,547 FY'77 Duration: 2/77 - 9/79
(NIE and NCES) $ 841,929 FY'78
$ 182,111 FY'79

Project Officer: J. Michael O'Malley

ABSTRACT

This study responded to three legislative mandates in the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act. The mandates are directed toward three agencies and are Stated in the Act as follows:

To the National Center of Education Statistics: Count the Number of limited English speaking individuals in the States;

To the National Institute of Education: Determine the basic educational needs of the limited English speaking students;

To the Commissioner of Education: Report on the extent to which the educational needs are being met by Federal, State and local efforts.

The study provided national estimates of the number of school-aged children from homes in which a language other than English was spoken, and of the number of children of limited English speaking ability and of non-English speaking backgrounds who were receiving bilingual and other special services in school. The home survey identified the language backgrounds of household members and provided an assessment of the child's English speaking proficiency. The school survey provided data on needs and instructional services received by children. The study was jointly supported by four Federal agencies, and was designed with assistance of 30 State and local agencies.

Preliminary results of the survey as of April 1978 showed that an estimated 2.4 million children with limited English language Proficiency, aged 5-14 years, were living in the United States. This number represented 63% of all children aged 5-14 years living in households where a language other than English was spoken.

Title of Project: Ethnic Differences in the Acquisition of Discourse Skills: A Pilot Study of Narrative Skills in Japanese-American and Anglo Pre-School Children

Project Director: Charles Ferguson and Beatrice Lavandera
Department of Linguistics
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Stanford, California 94305
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Funding Amount: $ 65,871 FY'79 Duration: 1/79 - 9/79

Project Officer: Marcia Whiteman

ABSTRACT

The development of spoken language may be influenced by cultural factors which affect learning style and ability in the school classroom. Children from homes that have a history of languages other than English may experience problems in learning and in adjustment to the classroom. Differences in language use often result in serious miscommunication and can contribute to the development of harmful ethnic stereotypes.

This study compared differences in development of spoken language patterns through analyzing differences in narrative skills used in story telling by members of two ethnic groups: Japanese-American and Anglo. Story-telling episodes between mothers and daughters (monlingual English-speaking Japanese-American, and Anglo) at home, and between the daughters and their friends in school were videotaped. The children were four year olds who have younger siblings.

The findings are significant for understanding ethnic differences in discourse skills, for language arts programs, for understanding caretaker/child interactions, teacher training, child development and materials development.

Title of Project: An Ethnography of a Bilingual Classroom

Project Director: Luis Moll, Hugh Mehan, and Michael Cole
Center for Human Information Processing
University of California, San Diego
La Jolla, California 92093
(714) 452-3005

Funding Amount: $ 56,000 FY'78 Duration 9/78 - 3/79

Project Officer: Joann Kinney

ABSTRACT

This project studied the internal life of a bilingual and a monolingual elementary school classroom to describe the organization of learning environments in each setting. The goal was to identify those conditions which promote educational outcomes and linguistic and cognitive growth. The contrast of the bilingual and the non-bilingual settings allowed information from one setting to infrom our understanding of the other.

Videotapes were collected of representative classroom events of both an academic and procedural nature. Videotapes were made of an hour of the school day during the first week of school and an hour a day approximately every third week thereafter until May. Methods of analysis derived from previous "constitutive ethnographic" or "microethnographic" research in monolingual and ethnically mixed classrooms were applied to the materials from the bilingual and non-bilingual classrooms in this study. The social organization of classroom events, the contributions of teachers and students to this organization, and the implications for students competence were described. The study was done at an elementary school which has bilingual programs in San Diego, California near the U.S.-Mexican border.

Title of Project: Ethnic Group Sponsorship of Bilingual Education in the United States

Project Director: Joshua Fishman
Division of Social Sciences
Yeshiva University
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Funding Amount: $ 38,432 FY'78 Duration: 9/78 - 8/79

Project Officer: Mae Chu-Chang

ABSTRACT

The longest and most stabel tradition of bilingual education in the United States is that of programs sponsored by ethnic groups. It is estimated that there are over 6000 of these schools representing 40 language groups with some having a religious affiliation and all seeking to maintain linguistic and cultural traditions of the ethnic community which sponsors them. The lessons, expertise and implications of these for public supported bilingual programs have obvious value that have been too rarely examined. This research looked at quantitative trends, academic achievement, curricular arrangements, and language acquisition patterns of the ethnic group sponsored bilingual education. The investigator first looked at these programs in the 1960's, and published a report, Language Loyalty in the U.S. Data was collected from this original source and from new programs through a mailed questionnaire and by follow-up by mail, phone and, in some cases, in person. The study focussed on 120 of the programs with field observations done in 10 of them.

The final report of this study included descriptions of the characteristics of ethnic community mother tongue schools and the roles they play in shaping the language and culture of the United States. Two directories, (one arranged by state, and one arranged by language) of ethnic community sponsored schools were also compiled.

Title of Project: The Effect of Reading Instruction in the Early Grades: A Bilingual Perspective

Project Director: Flora Rodríguez-Brown
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Funding Amount: $25,000 FY '78 Duration: 9/78 - 8/79

Project Officer: Ellen Rosansky

ABSTRACT

This project studied the effect of different language approaches (native language, second language, and both languages concurrently) used in reading instruction of bilingual children.

Groups of children in first and third grade, learning to read under each of the language approaches described, were followed through a year of schooling. Their achievement was compared to that of a group of "Anglo" children in first and third grade and learning to read in English. The main questions answered were:

1. Did the groups of bilingual children, receiving reading instruction under the different language approaches (Spanish only, English only, and Spanish and English concurrently) show different effects and/or patterns?
2. How did these "bilingual" groups compare to the group of "Anglo" children learning to read in English?
3. What were the most relevant student, school, and home characteristics which seem to account for success in learning to read in a bilingual setting?

Results showed that the bilingual groups were characterized by significant differences in English proficiency. The least English proficient group was receiving instruction only in Spanish while the most proficient group was learning reading only in English. Although significant differences among the bilingual groups in language proficiency were still found at the end of the school year, there was a general trend toward increasing English proficiency. General ability differences which appeared in first grade disappeared by third grade. In English reading, there seemed to be a trend for Group 2 (learning to read in both languages concurrently) to catch up with Group 3 (English only) by the end of third grade. At this point both bilingual groups were reading at the same level, but they were still performing significantly lower than the group of "Anglo" children. Besides the obvious differences between the "bilingual" and "Anglo" groups in language proficiency, there were differences in the area of self-concept, general ability, and reading. Significant age differences appeared in grade three.

Title of Projects: Logical Reasoning Skills of Puerto Rican Bilinguals

Project Director: Richard Duran
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Educational Testing Service
Princeton, New Jersey 85411

Funding Amount: $24,230 FY '79 Duration: 9/78 - 9/79

Project Officer: Ursula Piñero

ABSTRACT

Little attention has been given in research to how well bilinguals can solve the same cognitive tasks presented in two languages with due consideration for the linguistic demands of tasks, proficiency in the language of tasks, and language background of the students. Differences in interpretation of test questions due to language background may seriously affect the test results. The kind and degree of differences were the subjects of this study of college level bilingual students.

The research investigated the performance of 225 Puerto Rican bilingual college students on four tests of logical reasoning presented in both Spanish and English, where each pair of Spanish-English reasoning tests required different degrees of linguistic processing ranging from mere word recognition to comprehension of brief tracts of text. Performance on logical reasoning tests were studied in relation to (1) language processing difficulties encountered by students in working the tests, (2) comprehension proficiency in the language of tests, and (3) language background in Spanish and English.

The results of the research showed that performance on logical reasoning tests in each language can be significantly predicted by measures of reading comprehension skill in the language of the tests. The difference between level of performance on the tests in Spanish and English is most significant in subjects who showed different reading comprehension skills in the two languages. Other findings indicate that the relationship of a few selected background characteristics of subjects to reasoning test performance in Spanish and English was entirely mediated through measures of reading comprehension skill in the language of the reasoning tests. The only exception to this is in subjects who acquired higher levels of English language skills. The study also points to the implication that logical reasoning skills are psychologically discriminable from separate reading comprehension skills in each of the languages.

Title of Project: Acquisition of Piaget's Reversible Thought in Mexican-American Children: A Test of the Bilingual Balance Hypothesis

Project Director: Harvey Ginsburg
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Funding Amount: $20,430 FY '79 Duration: 9/78 - 8/79

Project Officer: Mae Chu-Chang

ABSTRACT

Research on the effects of bilingual training on cognitive development has yielded conflicting information. While some early studies concluded that dual language learning impaired intellectual ability, most recent reports suggest that bilingualism may improve certain mental skills, especially fluency, flexibility and originality.

This investigation was designed to determine how the bilingual ability of Mexican-American children influences the attainment of Piaget's concept of reversible thought (i.e., understanding that a reverse operation may be performed to return a transformed system to its original state). The specific focus of the test was Cummins' (1977) hypothesis that bilingual children who have achieved a balance between their two language systems will demonstrate greater intellectual mobility (and be better able to grasp the concept of reversibility) than one-language dominant bilinguals, bilinguals, or monolingual peers.

Mexican-American kindergarten children were linguistically identified as Spanish dominant, balanced bilinguals, English dominant, and very English dominant. They were given four Piagetian conservation tasks to assess cognitive ability. A randomly selected group of Anglo-American monolinguals was also tested and the scores of these groups were compared. Balanced bilinguals exhibited a trend demonstrating enhanced cognitive skills compared to Spanish dominant, very English dominant, and the Anglo-American monolingual children. However, English dominant Mexican-American children showed vastly superior cognitive abilities when compared to the other groups. These children typically came from homes where English was the primary language and Spanish was used as a second language. This kind of additive linguistic environment may have a pronounced positive impact on intellectual development. The results of this study may be interpreted to suggest that Mexican-American children who come from English-speaking homes profit cognitively from learning Spanish as a second language.

Title of Project: Improving Cognition: A Multicultural Approach

Project Director: Elizabeth G. Cohen
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Stanford, California 94305
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Funding Amount: $184,000 Duration: 4/1/77 - 3/31/79

Project Officer: Ellen Rosansky

ABSTRACT

The basic finding of the U.S. Civil Rights Commission (1971) was that "minority students in the Southwest--Mexican Americans, Blacks and American Indians-- do not obtain the benefits of public education at a rate equal to that of their Anglo Counterparts." Recent lawsuits underline this problem. Many students leave high school unable to read, write, add or subtract. Some researchers explain this failure as due to differences in parental training and to linguistic and cultural incompatibilities between the home and school. Recent work suggests that there are benefits to be derived from early bilingualism and that cultural differences from the school setting does not necessarily affect achievement on nontraditional measures of learning. These findings show that on many nonconventional measures bilingualism is an advantage, and that in conventional learning, early advantages seem to become deficits in the schooling process. Other research supports the assumption that current classroom practice and curriculums stress recall skills for factural information to the exclusion of more complex forms of thinking such as problem solving. The disadvantages of this approach are that it limits individual growth and self-development, and actively discriminates against those students who do not share in the content referent. The resulting failure for many in a conventional school curriculum often leads to a low self-evaluation in intellectual ability and alienation from the public school.

The goal of this project was to produce a curriculum of high intellectual calibre and to provide the staff support necessary for such a curriculum. The curriculum consists of problem solving activities that are suitable for the developmental stages of each student. The PAPI (program assessment/pupil instruction) system, which has been shown to be free of ethnic bias, developed by DeAvila based on Piagetian framework was used in the development of the testing and curriculum activities. Teachers received training in workshops to use the system and classrooms were observed. Treated and untreated classrooms of Chicano and Anglo children of different ages were compared. The effect of treatment was measured on the following dimensions: specific tests of cognitive skills, level of cognitive development (PAPI test), standard measures of academic achievement, and social perceptions of ability. The product was a curriculum suitable for multi-lingual and multi-cultural settings, well grounded in theory, and accompanied by guidelines for staffing, implementation, and conditions for successful operation.

Title of Project: Developing Parallel Career and Occupation Objectives and Exercise Items in Spanish for Assessment and Evaluation

Project Director: Lee Cohen
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Funding Amount: $84,754 Duration: 5/77 - 9/79

Project Officer: Ellen Rosansky

ABSTRACT

This project developed a parallel Spanish edition of current objectives and objective-referenced exercises used in the National Assessment of Educational Progress testing program in the field of Career and Occupational Development. The Spanish was designed to assess the identical skills, attitudes, concepts and knowledges of Spanish-dominant students, ages 9, 13 and 17 as those presently measured by the English edition of the NAEP program. The Spanish edition is linguistically compatible for use with children of both Caribbean and Mexican-American origin.

The New York State Education Department provided technical assistance monitoring services and coordinated the program with other agencies. Actual operations carried out by the IRDOE utilized staff of the Bilingual Education Applied Research Unit at Hunter College, a component college of CUNY. This unit has developed parallel English-Spanish teaching objectives and referenced test items in science, grades 1-3, and is doing the same in cross-cultural citizenship and social studies, both according to the specifications and under the auspices of the State Education Department and a consortium of cooperating New York school districts.

The Spanish edition may be used at various levels: (1) to assess the occupational and career awareness needs of Spanish-dominant students which cannot be measured by the English edition, (2) to provide teachers in bilingual and English as a second language programs with a series of related objectives and criterion referenced test exercises, (3) to permit administration of the exercises to a national sample of Spanish-dominant students, so that results for 9, 13 and 17 year olds may be compared for validity with score results for cohort students with Hispanic surnames who took the English form of the exercises in 1975 and 1976, and (4) as a means of developing and demonstrating a proven methodology which can be used to effectively produce Spanish and other language editions in the other content areas of the National Assessment program.

Title of Project: Indian English: An Analysis of Pueblo Children's Natural Speech

Project Director: Marina Burt
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Funding Amount: $27,733 FY'78 Duration: 6/78 - 12/79

Project Officer: Martha Many Grey Horses

ABSTRACT

Children from homes where little or no English, or non-standard English is spoken may have difficulties in schools where standard English is the language of instruction. This study analysed the English speech of 197 Keres-speaking Pueblo Indian children in pre-school through grade 3 in six pueblos in New Mexico. The data, collected in a previous study, came from tape recordings which were transcribed and checked by Indian and Anglo researchers.

The objectives of the study were: (1) to determine the error types characteristic of developing English speech of the children in each pueblo; (2) to determine the extent and type of influence the home language, kerse, has on the English grammar of the children in each pueblo; (3) to compare the results obtained for all six pueblos to determine similarities and differences between pueblos; (4) to compare the results obtained for Pueblo children as a group to those available for other linguistic minority children whose developing English has been investigated previously.

Data analysis procedures included: (1) error analysis; (2) comparison of Keresan and English surface structures; (3) statistical procedures to determine significant differences between groups of children and probable reasons for the differences found.

The results of the study advanced our knowledge of the psycholinguistic characteristics of Pueblo children learning English. The results have potential application in curriculum planning.

Title of Project: Cognitive Learning Patterns and Social Interaction Styles of Cape Verdean Children

Project Director: Louis A. Gómes, Jr.
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Harvard University
Cambridge, Massachusetts 02138
(617)

Funding Amount: $16,196 FY '78 Duration: 6/78 - 5/79

Project Officer: Mae Chu-Chang

ABSTRACT

For children whose culture and socio-cultural practices are similar to those encouraged by school, the transition from home to school is not as difficult as it is for children who come from minority and culturally different environments. The difficulty in transition may seriously affect the child's ability to learn in school. This study took a detailed look at the experiences of two children of a culturally different background (recent immigrants from the Cape Verde Islands) who were just beginning their schooling in a kindergarten in Melville, Massachusetts. The objectives of the study were: (1) to identify, record, and study the cognitive learning patterns and strategies employed by Cape Verdean children in home and school situations; (2) to study and analyze how an immigrant Cape Verdean child utilizes his/her cognitive learning patterns and strategies in the American home/school interface; (3) to collect, analyze, and provide research data for the study and design of curricula, learning environments and teacher training programs to meet the educational needs of language minority children.

Implications of the study for educators are: (1) to gain a better understanding of the social organization of a kindergarten and the social content taught there; (2) to determine what changes in social organization of kindergarten can make it more culturally congruent with the home speech community; (3) to give guidance to teachers in making assessments of children that take into account their home and cultural background; (4) to raise policy issues about the overall purpose of kindergarten, e.g., whether it should exist primarily to teach how to go to school or to be an early start on first grade.

The final report included information on the history and cultural development (particularly, linguistic development) of the people of the Cape Verde Islands.

Title of Project: Cognitive Styles of Minority Children

Project Director: Domingo Domínguez
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Funding Amount: $175,000 FY '79 Duration: 6/77 - 11/79
$ 85,000 FY '78

Project Officer: John Wayne Chambers

ABSTRACT

The common goal of many recent court decisions, laws, and regulations has been to provide equitable educational opportunity for linguistic minority children. A landmark in this area is the Lau vs. Nichols Supreme Court decision (1974) and the subsequent "Lau Remedies" issued by the U.S. Office of Civil Rights (1975). While the Lau Remedies focus primarily on English proficiency as the criterion for student participation in mandated bilingual programs, Section II of this document calls for "...an assessment of the responsiveness of students to different types of cognitive learning styles and incentive motivational styles..." (p. 5). There is a lack of clear research evidence to support such a requirement.

This was a nationwide study of cognitive styles to answer three basic questions: 1) Can cognitive style constructs be measured reliably and validly with ethnolinguistic minority students? 2) Are there cognitive style differences between ethnolinguistic groups? and 3) Do cognitive style constructs relate to (predict) academic achievement? Three of the most widely recognized cognitive style variables were chosen: field dependence-independence, conceptual tempo, and categorization styles. Each construct was measured three ways, twice with different tests and once by using a teacher observation form. Language proficiency, Piagetian cognitive development, and academic achievement were also measured. The nine ethnolinguistic groups involved in this research included urban and rural Mexican-American, Mexican, Chinese, French (Cajun), Puerto Rican, Cuban, Navajo, and Anglo. Approximately equal numbers of male and female, first, third, and fifth grade children were tested at each site, with a total of some 900 subjects.

Findings are available in the form of seven studies which examine topics such as the psychometric properties of the various instruments, differences between ethnolinguistic groups, and the power of cognitive style, language, and developmental variables to predict school achievement. An executive summary is being prepared.

Title of Project: Staff Development in Bilingual Schooling

Project Director: Domingo Domínguez and William Tunmer
Southwest Educational Development
Laboratory
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Funding Amount: $ 50,000 FY '78 Duration: 6/78 - 11/79
110,000 FY '79

Project Officer: John Wayne Chambers

ABSTRACT

Personnel development in bilingual education has been a major concern of educators. Lack of trained staff has been cited as an important factor influencing the implementation of bilingual education programs. An examination of the literature on current practices in staff development for bilingual education reveals that, while the need for more and better trained staff is clearly indicated, an approach for identifying and providing for the specific needs of individual staff members and/or groups of project personnel has not been forthcoming. In addition, there is no process that would generate the information needed to determine the quality of the program and the extent of use bilingual education has reached in particular school districts.

The purposes of this study were to develop procedures for:

1. identifying types of bilingual education,
2. determine staff concerns about the implementation of bilingual education, and
3. determining the levels of use of bilingual education in applied settings.

The project was conducted in four Texas school districts selected for the presence of Spanish/English bilingual programs and for varying concentrations of Spanish surnamed students, geographical locale, type of program, and length of program. There were two phases of the study. In the first, programs were selected for participation and questionnaries were administered to teachers. The questionnaires provided information on teachers' views of levels of use and of stages of concern for the implementation of an educational innovation in this instance, bilingual education, and were constructed based on prior work done by Hall and others at the University of Texas at Austin's Center for Research on Teaching. In the second phase, data from teachers and teachers aides in the four districts were collected on their concerns about implementation and levels of use of the bilingual program. The data were analyzed to reveal individual and group profiles prepared for use by districts in staff development.

Title of Project: Planning and Synthesis Workshop for Improvement of Title VII Program Management of Evaluation

Project Director: Victor Rodríguez
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4665 Lampson Avenue
Los Alamitos, California 90720
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Funding Amount: $53,000 FY '79 Duration: 9/79 - 1/80

Project Officer: Ellen Rosansky

ABSTRACT

This project entailed a three day workshop and consultation with ten presentors and 20 reactors representing a diversity of interests in bilingual education and evaluation. The participants were invited to consider some of the major issues in the evaluation of Title VII (and other) bilingual education programs. The purpose of this planning workshop was to develop a guidebook highlighting the major issues in the management of evaluations in Title VII bilingual programs. The draft of the guidebook, Program Evaluation as a Title VII Management Tool, was presented for feedback at OBE's Annual Title VII Management Institute. Revisions based on the feedback solicited from Title VII project directors are currently underway. The planning workshop was sponsored by NIE Reading and Language Studies Division in collaboration with the USOE Office of Bilingual Edcation.

Title of Project: Prediction of Reading in English for Bilingual Students

Project Director: Antonio de Porcel
Center for the Study of Evaluation
Graduate School of Education
University of California, Los Angeles
Los Angeles, California 90024

Funding Amount: $110,000 FY '78 Duration: 6/1/78 - 11/30/79

Project Officer: Mae Chu-Chang

ABSTRACT

Educators need to know with reasonable accuracy the point at which a non-English dominant child has the linguistic ability to profit from instruction in English. The materials developed in this project are intended to be made available to school districts which, to comply with the judicial mandate issued in the Lau v. Nichols Supreme Court decision, must provide evidence that students who have been enrolled in bilingual programs are ready to make the transition to programs in which English is the sole language of instruction.

This project was an outgrowth of a study which began in 1975 to develop an index that could predict the ability of a student of Hispanic background to profit from instruction in English. In that pilot study, 88 students in third grade in the Los Angeles area were tested on their ability to read in English, their proficiency in English and Spanish, their attitude toward school and toward the English and Spanish languages. Teachers of these students also provided information about them and were asked to predict each student's success when instructed in English only. In the 1977-78 and 1978-79 academic years, the study was extended to include students of Cuban and Puerto Rican background in Massachuesetts. The pilot and extended studies provided information for a single prediction index of reading proficiency in English. This project developed an additional four indices for predicting proficiency in methematics, social studies and science instruction in English, and in the mastery of written instructional materials in English.

The products of the study include a User's Manual for the prediction indices, an interim report for the 1978-79 school year and a final report for activities in 1979.

Title of Project: Bilingual Evaluation Technical Assistance (BETA)

Project Director: Ruddie Irizarry
Center for the Study of Evaluation
Graduate School of Education
University of California, Los Angeles
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(213) 825-4711

Funding Amount: $159,348 FY '78 Duration: 6/78 - 4/80
$331,640 FY '79

Project Officer: Mae Chu-Chang

ABSTRACT

This project developed a series of workshops to train educators and community members in the evaluation of bilingual projects. The workshops are for personnel at various levels and take into account legislative requirements under both federal and state statutes. The content of the workshops relies on the results of work completed by CSE in its reviews of bilingual education, evaluation in bilingual contexts and legislation, and a needs assessment survey of concerns of bilingual educators. The workshops were developed in two series. The first presented an overview of the evaluation process emphasizing the use of evaluation information for decision making. The second series covered the implementation stage of evaluation, and the analysis and reporting of evaluation information. The project design included two field tests consisting of a preliminary field testing in two states and a second field testing in five states. The workshops should provide evaluators and others, including parents, information helpful in interpreting evaluation results, especially information about the performance of the students and the effectiveness of the program.

Title of Project: Teaching and Linguistic Pluralism

Project Director: Robert Politzer and Arnulfo Ramírez
Center for Educational Research
School of Education
Stanford University
Stanford, California 94305
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Funding Amount: $ 83,891 FY '74 Duration: 4/74 - 11/79
$343,367 FY '76
$430,700 FY '77
$ 65,938 FY '78

Project Officer: Mae Chu-Chang

ABSTRACT

While there is considerable disagreement and uncertainty as to the exact role that nonstandard Spanish dialects or nonstandard English dialects should play in bilingual education and in the teaching of language arts (e.g. their use in the classroom, the use of dialect readers, etc.) there is considerable agreement about the desirability of having children taught by teachers who are at least familiar with the children's dominant speech variety and who do not look upon that speech variety as somehow inferior and thus reflecting some sort of inferiority in the children to be taught.

This was a multi-phase project to identify teaching skills and practices which are effective with students from bilingual and dialectal backgrounds. In the first and second phases, the project developed tests of teacher knowledge of the linguistic features of Spanish and Black English, and observed and identified teaching practices in classroom where teachers are succcessful in improving the reading ability of students who do not speak standard English. In the third phase, experiments were conducted in which training workshops were used to improve the effectiveness of teachers to deal with bilingual and dialectal students. Three treatment groups were designated, each consisting of teachers matched on their observed teaching behaviors and their scores on the project-developed teacher tests. Each group attended a workshop with one of the following treatments: (1) training in specific teacher behaviors, (2) training information examined by teacher tests, and (3) training in material unrelated to pupils' language arts achievement. Pre and post testing of pupils provided comparison of the three treatments on their effect on performance. Pre and post workshop videotapes were analyzed to determine any changes in teacher behavior.

A number of reports are available from this project relative to teaching English as a second language methodology and language learning in bilingual elementary schools. Teachers' tests for Spanish/English bilingual education and for Black English, and teacher training workshop materials also resulted from the project.

PROGRAM ON EDUCATIONAL POLICY AND ORGANIZATION

Title of Project: State and Local Input to National Policy for Linguistic Minority Students

Project Director: Heidi C. Dulay
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545 Sansome Street
6th Floor
San Francisco, California 94111
(415) 981-4630

Funding Amount: $104,058 FY '79 Duration: 8/1/79 - 7/31/80

Project Officer: Ron Anson

ABSTRACT

National policies affecting the large language minority student population is inconsistent and fragmented in key areas. State bilingual education policy often differs from federal policy, reflecting the impact of local characteristics and concerns on state policy. Further, little systematic research in the area of language minority education policy is available. This study compares bilingual education policy and policy implementation in six states to federal policy embodied in the Office of Civil Rights' Lau Guidelines (pursuant to the 1974 Lau v. Nichols Supreme Court decision) and will determine which state and local factors have led to state and school district deviation from federal (Lau) policy. The five states with the largest language minority population in the United States have been selected for the study: California, New York, Texas, Illinois, and Florida. In addition, Massachusetts, the state ranking eighth in language minority population size, is included because it was the first state to pass bilingual education legislation and has been used often as a model.

Title of Project: Law and Language in Education: A History of Judicial/Legislative Decisions and Educational Policies of Language Choice, Literacy and Standardization

Project Director: Shirley Brice Heath
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University of Pennsylvania
3700 Walnut Street
Philadelphia, PA 19174

Funding Amount: $47,970 Duration: 9/77 - 2/78

Project Officer: Ron Anson

ABSTRACT

This research provided a legal/educational history of language policies in American education for judicial, legislative and educational decision-makers. Ideally, social science evidence should include the historical perspective of the nation's legal and educational policies with respect to the choice and use of language in public schools, as well as comparative analyses of the impact of specific policy decisions on language in classrooms. Such a legal/educational history should help the judiciary resolve ambiguities of interpretation by determining whether the society has come to see new differences or similarities in the language issues currently under debate.

Recent legislation and court cases involving language have focused on the choice of which language shall be used for instruction, and the responsibilities of public schools to train students to speak, read, and write a standard variety of English at a functional level of competency. These decisions have not only pointed out conflicts among statutes, but they have also called into question the purposes and philosophy of American education. Unlike Civil Rights legislation, which has typically been formulated and interpreted from an historical legal perspective, recent language legislation has rested on popular assumptions about the status of language in American education which are not historically documented.

This project assembled historical evidence on language in American education and the effect of interactions of the law. The information was presented in forms useable by lawyers and educators concerned with litigation and/or governance in language questions. A major component in the history was a treatment of bilingual education policies and related legal decisions from the mid-nineteenth century until the current period in San Francisco, the site of the Lau v. Nichols case.

Title of Project: Workable Bilingual Education-Desegregation Models

Project Director: Thomas P. Carter
School of Education
California State University
6000 J Street
Sacramento, California 95819

Funding Amount: $35,000 FY '78 Duration: 9/1/78 - 8/31/79

Project Officer: Oscar Uribe, Jr.

ABSTRACT

In this study, an analysis was conducted of selected schools which combine both desegregation and bilingual education programs in order to identify, describe, and analyze "workable models interfacing desegregation with bilingual education."

It was found that there is no inherent basic conflict or contradiction between the Lau and Brown mandates. Bilingual education and desegregation are two approaches to reach equal educational opportunity. Desegregation concentrates on equal access and input while bilingual education stresses equal benefit. Historically desegregation has functioned to disperse children geographically while bilingual programs have tended to concentrate groups. The apparent contradictions can be overcome with intelligent planning and organization. Bilingual education does not demand separatism and particularism as has been charged; nor does desegregation create equal treatment for all as has been claimed. The two developments are compatible. However, political forces for or against both movements can and do distort the picture. There are only two things that deter simultaneous implementation: lack of creativity and lack of commitment.

Additional findings indicate that, while there is no conflict between the principles of Lau and Brown, great confusion is inherent in directives to implement them. This is particularly true in regard to federal and state bilingual education directives. Educators are confused by differing interpretations, expanded and contracted programmatic requirements, and differing philosophies. Confusion appears to be increasing and there is also evidence of a weakening commitment to bilingual education. It is increasingly perceived negatively due to negative research findings relative to achievement, the politicization of the field, confusion in the directives, the conservative nature of contemporary society, and legal decisions.

Much more intensive study and analysis of specific districts' efforts and problems is needed and should concentrate on the solution of practical problems as defined and coped with by the respective districts. This study would assist in this additional effort by providing background material and recommended models to be studied.

Title of Project: Interface Between Desegregation and Bilingual Education as it Impacts on Hispanic Migrant Children

Project Director: Dr. Lora Liss
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Funding Amount: $25,000 FY' 78 Duration: 9/78 - 3/79

Project Officer: Oscar Uribe, Jr.

ABSTRACT

The intent of this study was to conduct an analysis of the effects of school desegregation and bilingual education programs on Hispanic migrant children in Texas, Florida, and North Carolina.

The conclusion of this study revealed that overwhelming evidence indicates the exclusion, both physical and functional, of Hispanic migrant students from the public educational system. Available statistics document that these students are not realizing their potential within the school system and reflect that equal educational opportunity needs have remain unmet. As outlined in this exploratory study, migrants do not create the problem. The pervasive observation of the study is that equal educational opportunities evade the majority of all linguistically and culturally diverse students. For Hispanic migrants, specifically, the findings include the following:

1. Hispanic migrant students do not experience desegregated school settings.

2. Few LES migrants receive appropriate language instruction.

3. The present system of public educational programs has failed to adequately address the equal educational opportunity needs of Hispanic migrant children.

4. Desegregated/bilingual settings do not ensure that the equal educational opportunity needs of Hispanic migrant children will be met.

In addition, with the proportionate increase in Hispanic migrants, there has been a corresponding increase in the number of migrant students entering the school system. This trend promises to exacerbate the equal educational opportunity needs of migrant students.

Title of Project: A Descriptive and Comparative Policy Impact Analysis of Language Litigation Remedies

Project Director: Isaura Santiago-Santiago
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Funding Amount: $10,000 FY '79 Duration: 9/79 - 8/80

Project Officer: Ron Anson

ABSTRACT

This study analyzes the policy impact of more than thirty suits brought by litigants claiming that language of instruction and related policies and/or practices preclude their right to equal educational opportunity guaranteed under the Civil Rights Act (Title VI). Much of the documentation related to claims, substantive policy issues and the outcome of litigation (often in the form of agreements or consent decrees) are buried in court memoranda. Many documents are unrecorded and the vast majority are unpublished. The disparate location, the legal terminology, and the lack of consistency in form and substance of documents have prevented educational authorities and interests groups from gathering and analyzing the policy change process in this context. This has impaired effective implementation of policy change.

This study reviews thirty cases brought on behalf of language minority children. For each case, public education policies prior to litigation are documented on local and state levels. These are contrasted with policies (and decisions or interim policies, rules of policy exemptions, etc.) incorporated in or resulting from the litigation. Finally, a comparative analysis and summative evaluation of findings related to the thirty suits focusing on such variables as educational environments, net policy change, policy change strategies, and other related variables are conducted.

Findings will be disseminated in the form of journal articles and a substantive report which will be disseminated among legal experts, community groups, and education administrators on local, state and federal levels.

Title of Project: The Development of Criteria for Participation in Bilingual Education Programs at Federal, State, and Local Levels

Project Director: Iris P. Berke
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Funding Amount: $10,000 FY '79 Duration: 10/79 - 9/80

Project Officer: Ron Anson

ABSTRACT

This study investigates the development of citeria for selecting children to participate in Spanish/English bilingual education programs. ESEA Title VII reauthorization in 1978 (PL95-561) show a concern that targeted children should be those most in need of services. The statute also stipulates, however, that up to 40% of the children in any project may be children "whose language is English (Sec. 703 (4) (B))." How these children shall be determined by federal, state, and local education agencies is a major policy concern. Information on selection criteria is sorely needed. That need is recognized in the statute which mandates "studies to determine the most effective and reliable methods of identification of students who should be entitled to services under this title (Sec. 742 (b) (3))."

This research involves a case study that traces the development of participation criteria at the federal, state, and local levels. The 1978 Title VII law and ensuing regulations and guidelines are analyzed, and their interpretations in two states are examined.

Tracing federal targeting criteria through two states provides information on the state role in implementation of federal program goals. Since both states also have state programs of bilingual education, the study affords an opportunity to examine the relationship of federal and state levels in the development of participation criteria. In each state, two local bilingual education projects are identified for further study to provide information on local development of student selection criteria. This completes the investigation of federal/state/local development of criteria for participation in both Title VII and state bilingual education programs.

The value of this study lies in its provision of information regarding the development of a policy initiative from the federal level to local implementation.

PROGRAM ON DISSEMINATION AND IMPROVEMENT OF PRACTICE

Title of Project: Ethnoperspectives in Bilingual Education Research

Project Director: Raymond V. Padilla
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106 Ford Hall
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Funding Amount: $54,790 FY '79 Duration: 9/79 - 8/80
$54,790 FY '80

Project Officer: Clayborn Richardson

ABSTRACT

This study is part of a multi-year project which serves two main purposes. First, the project is intended to materially encourage and promote research related to bilingual education. Secondly, minority viewpoints, or perspectives, in bilingual education research are fostered and supported. These purposes in turn are aimed at increasing the involvement of minorities and women in educational research. Three areas outline this project on "Ethnoperspectives in Bilingual Education Research" - theory, technology, and public policy. Activities in the area of theory are being implemented while activities in the technology area are being planned. Public policy was the focal theme of two national forums held during 1979. Papers presented at those forums are contained in a volume edited by Raymond V. Padilla and entitled: Bilingual Education and Public Policy in the United States.

Title of Project: Puerto Rico Dissemination Capacity Building Program

Project Director: Carlos E. Chardon
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Funding Amount: (NIE and State Department)
Total: $236,226 FY '79 Duration: 1/79 - 12/79

Project Officer: Evelyn Ortega

ABSTRACT

The purpose of this project was to establish a system that would effectively disseminate educational materials and findings including information related to bilingual education, thus increasing opportunities for improvement of educational practices within the Puerto Rico State Department of Education. The services of this program were intended to permeate through the different levels and divisions of the Department, strengthening the educator's capabilities to deal effectively with educational problems.

This dissemination system facilitates the channeling of information within the three levels of the educational system: district, regional, and central; improves the exchange of information based on educational needs; and encourages consideration and application of educational practices. In addition, it provides equal opportunities of access to educational information.

These expectancies have been achieved by increasing the production and delivery of relevant educational information needs assessments, facilitating the release of information to parents and interested persons, increasing access to information resources, and providing an effective network that can strengthen and expand the scope of dissemination services.

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